


































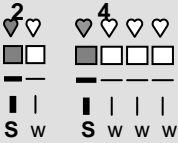
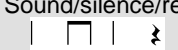
















3rd Grade music

USOE Fine Arts Rainbow Chart

Third - Page 1		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously Mastered Grade Level Skills	Elements of Music with Definitions	Label, list, name, define, relate, recall and use music making tools.	Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
Sing <ul style="list-style-type: none"> Singing vs. speaking voice Melody <ul style="list-style-type: none"> High/low, up/down Pitch accuracy in an appropriate range Children's songs Folk, traditional and multicultural songs Singing games Call and response 	SING Vocal Development: care, development, and proper use of the voice.	Experience the difference between the speaking and the singing voice.  CD1 #20 <i>Don Gato</i> Recording, "Ay caramba!"	 Explore in-tune singing in a natural voice through a variety of simple songs and singing games.	Practice healthy use of the voice, good breath support, and sensitivity to pitch when singing.	Analyze the connections between healthy use of the voice, pitch accuracy, and good vocal production.	 CD1 #20 <i>Don Gato</i>	Perform songs in-tune using a natural singing voice.
	Melody: a sequence of single pitches that move up, down, or repeat. Harmony: two or more pitches sounding at the same time	Experience a variety of songs and singing games, including songs from other cultures.  CD1 #20 <i>Don Gato</i>  CD2 #15 <i>Obwisana</i> Experience the difference between melody and harmony in songs & listening selections.	 CD1 #31 <i>Hot Cross Buns</i> lesson, singing "hot cross buns" m-r-d  CD1 #27 <i>Great Big House</i> lesson, singing "pumpkin pie" m-r-d Explore vocal harmony through partner songs, ostinatos, and rounds.  CD2 #42 <i>Three Blind Mice</i> lesson, singing, round  CD1 #4 <i>All Night, All Day</i> lesson, singing	Practice finding and recognizing simple pitch patterns. Practice harmony by singing partner songs, ostinatos, and rounds.  CD2 #6 <i>Make New Friends</i> lesson, singing, playing, round & ostinato  CD1 #1 <i>A Ram Sam Sam</i> round  <i>Paw Paw Patch</i> lesson, singing, partner songs	Analyze pitches that step, skip, and repeat in familiar melodies.  CD1 #7 <i>Are You Sleeping</i> steps, skips  CD1 #1 <i>A Ram Sam Sam</i> repeated notes Analyze how voices and instruments combine to make harmony.	Create style by applying appropriate vocal production.  <i>Are You Sleeping</i> lesson, creating Create a simple vocal ostinato as accompaniment for a familiar song.	Perform harmony with attention to pitch and rhythmic accuracy.
Beat <ul style="list-style-type: none"> Beat and divided beat 	PLAY Beat: the underlying pulse of music.	Experience the feeling of steady beat in various types of music.	Explore beat in a variety of songs and recorded music.	Practice beat accuracy while singing and/or playing instruments.	Analyze the importance of steady beat in group performance.	Create simple rhythmic patterns played over a steady beat.	

Third - Page 2		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously Mastered Grade Level Skills	Elements of Music with Definitions	Label, list, name, define, relate, recall and use music making tools.	Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
Meter <ul style="list-style-type: none"> Strong and weak beats in groups of 2 and 4 <div> <div>2</div> <div>♥ ♥</div> <div>■ □</div> <div>— —</div> <div>S W</div> </div> <div> <div>4</div> <div>♥ ♥ ♥ ♥</div> <div>■ □ □ □</div> <div>— — — —</div> <div>S W W W</div> </div> Rhythm <ul style="list-style-type: none"> Beat/divided beat Sound/silence Rest 	Meter: patterns of strong and weak beats Rhythm: combinations of long and short, sound or silence	Experience feeling strong and weak beat patterns in songs and listening selections.  <i>Take Me Out to the Ball Game</i> lesson Experience sound and silence in a variety of rhythms.	Explore strong and weak beat patterns in groups of 2, 3, and 4 in familiar songs and listening selections. <div> <div>3</div> <div>♥ ♥ ♥</div> <div>■ □ □</div> <div>— — —</div> <div>S W W</div> </div> <div>  CD1 #22 <i>Down in the Valley</i> (meter in 3) Explore simple rhythmic patterns found in familiar songs and singing games. </div>	Practice playing strong and weak beat patterns in meters of 2, 3, and 4 with body percussion and classroom instruments. <div>  CD1 #41 <i>Kum Ba Yah</i> lesson, playing Practice playing rhythms and ostinato to accompany familiar songs. <div>  CD2 #5 <i>Lucy Locket</i> lesson, playing </div> </div>	Analyze and identify the meter in listening selections and familiar songs. Analyze simple rhythms in meters of 2, 3, and 4 found in familiar songs or listening selections.	Create simple rhythms of varying lengths in meters of 2, 3, and 4. Create rhythmic phrases by combining short rhythmic patterns.  <i>Apples and Bananas</i> lesson, singing, playing, creating	Perform songs and rhythmic phrases in meters of 2, 3, and 4, always keeping a steady beat.
Form <ul style="list-style-type: none"> Phrase Combinations of same/different Tempo <ul style="list-style-type: none"> Faster/slower Dynamics <ul style="list-style-type: none"> Louder/softer 	LISTEN Form: how music is organized Phrase: a musical statement Expressive Qualities Tempo: the speed of the beat Dynamics: degrees of loud & soft	Experience repeated and contrasting musical phrases in familiar songs, and listening selections. <div>  CD1 #1 <i>A Ram Sam Sam</i> lesson, playing (game) Experience tempo and dynamics in music.  Putamayo Kids, Folk Playground, www.putamayo.com </div>	Explore basic form in music including phrases, verse/refrain, intro, and interlude.  <i>Lucy Locket</i> lesson, creating Explore the effect of tempo and dynamics in recorded music.	Practice identifying sections with icons, alphabet letters (A, B, C), visually, or with movement. <div>  CD1 #1 <i>A Ram Sam Sam</i> lesson, playing  CD1 #7 <i>Are You Sleeping</i> Practice varying dynamics and tempo while singing songs or playing instruments.  <i>Hickory Dickory Dock</i> lesson, creating </div>	Analyze melodic and rhythmic phrase patterns found in familiar music. <div>  CD1 #9 <i>Bluebird, Bluebird</i> lesson, creating Analyze rondo form with movement, icons, or letters.  <i>Hickory Dickory Dock</i> lesson, listening (ABACA) "March" from <i>The Nutcracker Suite</i>, by Tchaikovsky (ABACABA) </div>	Create a two part, three part, or rondo form by combining phrases, songs, rhymes, or chants.  <i>Hickory Dickory Dock</i> lesson  <i>London Bridge</i> lesson, creating Create expression in music by varying the dynamics and tempo.	Perform a two-part, three-part or rondo arrangement by singing, playing instruments, or with movement. Perform with sensitivity to tempo and dynamic contrast in the music.

Third - Page 3		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
		Label, list, name, define, relate, recall and use music making tools.	Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
Previously Mastered Grade Level Skills	Elements of Music with Definitions						
Timbre <ul style="list-style-type: none"> Vocal/ and instrumental 	Timbre: (tam'-ber) tone color, the unique sound made by an instrument or voice Texture: layered combinations (thick or thin) of voices and/or instruments	Experience various timbres of band and orchestral instruments.  Experience various timbres of classroom instruments.	Explore the use and sound of instruments in various types of music. Explore layering various timbres to create texture.  Putamayo Kids, World Playground, www.putamayo.com	Practice identifying instruments by sound. Practice balancing instrumental timbre in group performance.  Putamayo Kids, Asian Dreamland, www.putamayo.com	Analyze the use of tempo and dynamics in a variety of songs and recorded music. Analyze the identifying characteristics of instrument families (string, woodwind, brass, percussion). Analyze how timbre/texture can compliment a song. 	Research the production of sound (vibration, and resonance) in band and orchestra instruments. Create a simple layered texture to accompany a song.	Perform using a variety of instrumental timbres.
Iconic examples: <ul style="list-style-type: none"> Beat divided beat  Meter  Rhythm Sound/silence/rest  Pitch  	READING / WRITING Icons: non-traditional symbols representing musical elements	Experience visual representations of beat, meter, rhythm and pitch.  CD1 #7 <i>Are You Sleeping</i> examples: 	Explore icons representing beat, meter, rhythm and pitch in a variety of songs.	Practice playing and/or singing while reading iconic representations of beat, meter, rhythm and pitch.	Analyze iconic representation of beat, meter, rhythm and pitch.	Create simple icons to represent beat, meter, rhythm and pitch.	Demonstrate fluency in reading and performing iconic representations of beat, meter, rhythm and pitch.

<div>Third - Page 4</div> <div>Resources</div>	Professional Music Teaching Organizations
<p>State Approved Music Resources K-6: http://www.schools.utah.gov/curr/FineArt</p> <ul style="list-style-type: none">  SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS, USOE Songbook and CDs available through USOE (801) 538-7793 Movement CD companion for USOE Songbook DVD: <i>SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core</i> Songbook, CDs, and DVD available through USOE (801) 538-7793 <p>Approved textbook series:</p> <ul style="list-style-type: none"> McMILLAN/McGRAW-HILL http://www.mhschool.com/music/student/index.html PEARSON Ed. PUBLISHING (previously Silver Burdett) www.scottforesman.com 	<div>  UTAH MUSIC EDUCATORS ASSOCIATION (UMEA) and Teachers of Elementary Classroom Music (TECM) www.umea.us </div> <div>  DALCROZE EURYTHMICS, Dalcroze Society of America: http://www.dalcrozeusa.org/home.html </div> <div>  EDUCATION THROUGH MUSIC (ETM) Richards Institute of Education and Research: http://richardsinstitute.org/Default.aspx </div> <div>  KODĀLY: Organization of American Kodaly Educators (OAKE) www.oake.org Utah, UFULKS </div> <div>  ORFF: American Orff-Schulwerk Association (AOSA) www.aosa.org Utah, UAOSA </div>
Web Links	
<div>  http://www.classicsforkids.com CLASSIC FOR KIDS: lesson ideas, listening maps, composers, music dictionary, etc. </div> <div>  http://www.classroomclassics.com CLASSROOM CLASSICS: CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs </div> <div>  http://www.putumayo.com/en/putumayo_kids.php PUTAMAYO KIDS: CDs, folk songs, multicultural, and world music listening resource , examples: </div> <div>  http://www.sfskids.org/templates/splash.asp SAN FRANCISCO SYMPHONY FOR KIDS: all about the symphony orchestra </div> <div>  </div>	